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two dangers: the one, of reading into words, events and persons a degree and kind of Christian meaning which contradicts the lower plane of life and knowledge peculiar to the chosen nation; the other, of regarding either some, or all, parts of these books as wanting in Messianic import, thus reducing them, measurably or altogether, to the level of natural religion. Both errors violate the historical law of Messianic revelation, and do a wrong to the written Word of God.

E. V. GERHART,
Lancaster, Pa.

A CHANGE SUGGESTED.

Paul's inspired opinion that all parts of the Old Testament are "profitable" for conviction, conversion and Christian culture, verified as it is by Christian history, outweighs all the shallow criticisms recently made on the Old Testament lessons. I believe the International Series can be greatly improved by selecting golden texts that are complete watchwords, not such meaningless fragments as that for February 1st, "When they heard that (?) they glorified the Lord," and by putting lessons on Christ regularly into the four months from December 1st to Easter (which in seven years would give the same amount of time to lessons on Christ as is now given, but in better harmony with the Church year than to have a lesson on Saul's Death for Christmas Sunday and another as inappropriate at Easter), but I do not believe there should be any less attention to the Old Testament, "the Savior's Bible." In the present seven years's course, one whole year was given to the book of Mark,—and three-fourths of next year is devoted to John, so that 51 months are given to the New Testament and only 33 to the Old, which is a little more than three times as large, making the proportionate attention given to the Old Testament only one-fifth as much as to the New, which evidently should not be lessened.

WILBUR F. CRAFTS,
New York.

NO STUDY OF THE OLD TESTAMENT BY THE INFANT CLASS.

Without entering upon any general criticism of the present International Sunday School Lesson system, it seems to me that the effort to secure perfect uniformity has prevented such adaptation of topics as is essential to the highest degree of success. The Primary Department, for instance, should be taught only the *Gospels*. Assuming that the usual period of instruction in that Department does not exceed four years, at most, in any fairly graded school, an opportunity is thus